DOCUMENT RESUME

ED 442 487 JC 000 410

TITLE	Institutional Effectiveness Summary, 1998-99.
INSTITUTION	Trident Technical Coll., Charleston, SC.
PUB DATE	1999-00-00
NOTE	9p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Accountability; Annual Reports; Educational Quality; General Education; *Institutional Evaluation; *Institutional Research; Outcomes of Education; Program Evaluation; School Effectiveness; Student Development; Technical Institutes; Two Year Colleges

ABSTRACT

This report summarizes assessment activities and indicators of institutional effectiveness at Trident Technical College for 1998-99. The college measures institutional effectiveness through Goal Attainment Scaling, a flexible measurement process designed to develop criteria for assessing each program, student service, and academic unit. The components of institutional effectiveness include the following: general education, majors and concentrations, academic advising, 2-year to 4-year transfer, student development, and library resources. In 1998-99, assessments were conducted within general education, majors and concentrations, and student development. In General Education, the majority of outcomes met or exceeded expectations based on course scores, instructor scores, course success rates, common final exams, and an umbrella indicator of expanded awareness of a global/multicultural society. In terms of Majors and Concentrations, all eight programs assessed met or exceeded benchmarks for the majority of indicators based on enrollment, student satisfaction, and student success as well as job placement, employer satisfaction and other outcomes. For Student Development: Testing Services met or exceeded 15 of 15 indicators; Learning Assistance Services had satisfactory measurements in terms of customer awareness/satisfaction, effectiveness of services, and employee excellence. Report contains one table showing associate degree competencies for various programs. (RDG)

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INSTITUTIONAL RESEARCH

at Trident Technical College

1998-99 Institutional Effectiveness Summary

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TRIDENT TECHNICAL COLLEGE
INSTITUTIONAL EFFECTIVENESS

Summary of Assessment Results For 1998-99

This summary report for Trident Technical College includes the following Institutional Effectiveness components: General Education, Majors or Concentrations, and Student Development.

METHODOLOGY. The 1998-99 Institutional Effectiveness (IE) activity marked the seventh year of Goal Attainment Scaling (GAS). The GAS, a flexible measurement process, is a systematic means of developing an individual yardstick for assessing the performance of each academic program, student service, and administrative unit. The GAS process allows individuals responsible for each assessment to identify performance indicators and levels of performance to measure the degree effectiveness.

FUTURE REPORTS. The following table presents the reporting dates for assessing Institutional Effectiveness Components from 1998 through 2001.

Institutional Effectiveness Components	1998	1999	2000	2001
General Education		X		X
Majors and Concentrations	X	X	X	X
Academic Advising	X		X	
2-year to 4-year Transfer	X		X	
Student Development		X		X
Library Resources	X		X	
Total Components	4	3	4	3

The following section presents a brief summary of each program and service assessed in 1998-99.

GENERAL EDUCATION. Trident's Associate Degree graduates must be able to make decisions and perform tasks in selected academic or career pursuits, using the following skills: 1) communicate clearly and effectively in a variety of symbolic ways, including written, oral, mathematical, graphic and computer-based modes, and 2) formulate and analyze a variety of problems -- personal, interpersonal, cultural, societal, academic and professional -- and develop solutions.

General Education courses (Core Curriculum) at Trident are required of each Associate Degree program. Every Associate Degree student must complete English 101 and, depending upon their major, a choice of oral communications, computer, mathematics, and behavioral sciences courses. Managers of the General Education courses design a GAScale with multiple indicators to judge the quality of each Core course. Since the last assessment of the Core Curriculum, the assessment group (course managers) developed and agreed upon a set of "common indicators". These indicators appear on each GAScale along with other indicators specific to the course. The desired levels of performance for the common indicators may vary according to the history of course evaluations and particular

objectives of departments. The common indicators are:

- SECI Course Scores
- SECI Instructor Scores
- Course Success Rate Including W's
- Course Success Rate Excluding W's
- Success Rate on Common Final Exams

In the past, an indicator regarding Global/Multicultural awareness was cited for selected individual courses. This indicator may have been misleading since data for the indicator are gathered from the Graduate Follow-up Survey. This survey does not attribute responses to individual courses, but the responses do reflect the effectiveness of the total Core Curriculum. This "umbrella indicator" is:

- Percentage of Associate Degree graduates reporting expanded awareness of today's Global/Multicultural society on the most recent Graduate Follow-up Survey.

One common indicator has been eliminated because it has been deemed unmanageable, and it is not relevant to all core courses although it may be used in individual course GAScales in the future. The eliminated common indicator is:

- Percentage of students correctly responding to Global/Multicultural items "embedded" in core course Common Final Exams.

Preparation for Trident's 2000 SACS review uncovered deficiencies in Trident's general education (Core Curriculum). The Core Curriculum revision resulted in adding courses to the General Education core. These courses will be evaluated during the 2000-2001 Institutional Effectiveness cycle. This year 1998-1999, a GAScale containing at least the "common core indicators" has been developed for each new course. The General Education assessment process continues to embrace the philosophy that general education is best evaluated at the course level for student outcomes and course management while ensuring that students are exposed to prescribed objectives which are mapped by the matrix "Associate Degree Competencies." (See Table 1.)

Table 1
Associate Degree Competencies

Core Competency	CPT 101	ECO 210	EGR 110	EGR 270	ENG 101	MAT 110	MAT 112	MAT 120	MAT 175	PSY 110	PSY 201	SPC 205	SPC 209	HUMANITIES ELECTIVES
Making decisions: Individuals	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Making decisions in groups					x	x	x	x		x		x	x	x
Performing tasks: Individuals	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Performing in groups					x					x		x	x	x
Written	x		x	x	x			x		x	x	x	x	x
Oral					x					x	x	x	x	x
Mathematical			x	x		x	x	x	x			x		
Graphic		x	x	x		x	x	x	x			x		
Computer based	x		x	x	x									
Personal		x	x	x						x	x	x	x	x
Interpersonal	x				x					x	x	x	x	x
Cultural		x			x					x		x	x	x
Societal		x			x					x		x	x	x
Academic	x	x	x	x		x	x	x	x		x	x	x	x
Professional	x		x	x		x	x	x	x			X	x	x

The majority of the General Education outcomes met or exceeded expectations. However some courses performed lower than expected on indicators measuring the percent of students qualified for a course, success rates in courses, and success rates in follow-on courses.

Managers and faculty members, in collaboration with Institutional Research, will plan and implement studies to help improve student success rates. They will also develop strategies to ensure that students have completed all prerequisites before enrolling in a course.

Departments will continue to schedule full time faculty to teach General Education courses whenever possible; ensure uniformity among different sections of a course; and, establish valid and reliable departmental final examinations.

MAJORS AND CONCENTRATIONS. Eight majors were identified for assessment during 1998-99: Associate in Science, Medical Laboratory Technology, Physical Therapy Assistant, Office Systems Technology, Culinary Arts, General Technology, Aircraft Maintenance Technology, and Civil Engineering Technology.

Managers and faculty of each instructional program identified effectiveness indicators and expected levels of performance (benchmarks) for each program. Across the programs, the most common effectiveness indicators include program enrollment, student success in specified courses, and student satisfaction with courses and instructors. Managers and faculty are also interested in the number of graduates, their job placement rates, and their satisfaction with job and education. Employer satisfaction with graduates' technical skills and communication skills also serve as indicators of effectiveness. Some of the managers developed indicators unique to instructional programs such as minority and female enrollment, percent of students who graduate within specific time periods, licensure exam passing rates, the percent of courses taught by full-time faculty. Other unique

indicators are the percent of students who complete all program requirements but fail to obtain a degree and certification, those who complete a degree but do not obtain certification, those who become certified but do not obtain a degree, and those who complete both a degree and certification. The manager and faculty of one program designed indicators to identify the adequacy of day or evening courses offered on any given campus which allow completion of a degree within 150 percent of the program time. Indicators identifying the number of faculty initiatives targeting additional student populations or incorporating technology into course delivery indicate the program manager's interest in faculty development. Measures of transfer student success and the average time for first time freshmen to complete 30 credit hours evidence the influence of performance funding upon program assessment.

In all cases assessment includes examination of whether or not specified benchmarks are met. All programs assessed meet or exceed the benchmarks specified for the majority of their performance indicators. Most programs fall below their benchmark on at least one performance indicator. Those indicators for which benchmarks are not met are success rates in some courses, number of students enrolled, number of graduates, graduate job placement rates, and the average time for first time freshmen to complete 30 credit hours.

Recommendations include developing strategies to increase the number of graduates; designing studies to identify those factors related to course success rates; and implementing services and practices to improve faculty performance and student success.

STUDENT DEVELOPMENT. Two major areas in Student Affairs were assessed during 1998-99, Testing Services and the Learning Assistance Services.

Testing Services. The Mission of Testing Services is to provide assessment services directly to Trident Technical College students, to faculty, and to the community. Tests administered include: the College Board's Computerized Placement Testä and paper-and-pencil COMPANION, the College Level

Examination Program (CLEP), and individual Instructional Makeup Testing and Retesting for those students whose instructors choose to allow makeup and retesting. Testing Services proctors the Early Test Out program for MAT 044, the end-of-term CPTä Reading Comprehension and English posttest for Developmental Studies, and Drug Proficiency testing for Nursing. Testing Services also proctors most Distance Learning (TELLI) testing. Testing Services provides special testing sessions and proctoring services to accommodate students registered with Services for Students with Disabilities. Testing Services also registers students for and schedules, administers, and proctors the following tests: National League for Nursing Pre-Admission Examination-Registered Nurse (PAX-RN) and the Pre-Admission Examination-Practical Nurse (PAX-PN), Psychological Services' Health Occupations Aptitude Examination (HOAE), and Educational Resources' Health Occupations Basic Entrance Test (HOBET). Testing Services is an Authorized Prometric Test Center (APTC), a Certification Net Authorized Proctor Center (CNAPC), and an Authorized Test Center (ATC) administering computerized certification tests to candidates in the community. Testing Services disseminates information about Trident Technical College assessment activities, refers students to Counseling Services and the Orientation Center, supports item analysis software for instructors, and coordinates use of the multi-purpose room with Learning Assistance Services and other components of the Student Success Center. Testing Services provides group testing and administers final exams for Distance Learning courses and for students requiring special accommodations. (Revised TS Mission Statement 5/99)

The data used to support this evaluation are derived from two different sources. The satisfaction rates are drawn from results of Student/Other and Faculty/Staff Satisfaction Questionnaires designed and administered by Testing Services. The student awareness, usage, and satisfaction rates are drawn from results of the SACS Student Questionnaire, administered by Institutional Research.

Testing Services Main met or exceeded expectations on 15 of 15 effectiveness indicators, and Palmer

and Berkeley both met or exceeded expectations on 14 of 14 effectiveness indicators. Because the results of the SACS Student Survey were not sorted by campus, they are only presented for the overall Testing Services GAScales.

Results of the assessment indicated more than expected or much more than expected ratings of satisfaction on all indicators except the following: convenience of hours/days of operation, convenience of standardized testing schedule, and ease of test drop-off/pick-up procedure.

Lower than expected ratings included student usage of services and much lower than expected ratings for satisfaction with services.

If funds are allocated in FY 1999-2000 budget, the Testing Center will:

- extend hours of operation at both Palmer and Berkeley campuses. Include some Saturday testing at these campuses to accommodate distance learning and Saturday College.
- increase Saturday testing at Main to include every Saturday during the term.
- investigate changes in the standardized test schedule to include Saturday morning testing.
- provide additional training for all testing personnel, especially in problem solving.

Learning Assistance Services. The mission of Learning Assistance Services is to provide free academic support services to students enrolled in courses and programs at Trident Technical College and information to prospective students. Services include an on-going orientation to a self-paced learning lab with electronic media and audio-visual materials; workshops and small group and individualized tutoring or supplemental instruction sections; and consultations with learning specialists. Services are coordinated with faculty and program managers and are provided by staff, faculty, and trained volunteers.

The evaluation period selected was Spring 1999. That period was selected on the Main Campus because LAS moved from the Student Center (Building 410) in mid-term of the Fall 1998 term to a new location in Building 100. Prior to the move, the President of Trident Technical College authorized the renovation of space and purchase of new furniture to create an attractive new setting for the academic support program. The new location is in an academic building in which most English courses are taught and is adjacent to the building in which most math courses are taught. The relocation also allowed LAS to complete some long-term plans to share a file server in Building 510 which serves the SCANA lab for Developmental Studies students. This server delivers the Weaver Instructional System programs for reading, language, and study skills. Consequently, the number of computers available to students was increased to allow access to three programs on the shared file server. While the new physical space was somewhat smaller than space in the Student Center, only one major change had to be made in LAS services: the models and resources comprising the Biology Mini-Lab were relocated to a specially designed area of the Learning Resources Center. With data collected in Spring 1999 the LAS staff to established new benchmarks for LAS services.

LAS staff met and reviewed previous GAS data and determined to measure program effectiveness in three areas:

- Customer Awareness and Satisfaction
- Effectiveness of Services
- Employee Excellence

Analyses of results indicate: students are aware of free academic support services, students at each campus are utilizing LAS services at rates greater than expected, the percent of students who fill out a request for tutoring and receive either an appointment or other LAS service was greater than 95.6 percent on Main and 100 percent at both Palmer and Berkeley during Spring 1999 term, and student users consistently rated "helpfulness of employees and helpfulness of services" as Satisfactory or

Excellent.

An analysis of the data related to this area shows that LAS staff has taken advantage of a variety of formal, informal, and college-sponsored workshops, seminars, and courses to develop competencies needed for tutoring and for working with students in an academic support program.

Data indicate that during the Spring 1999 term, the number of visits to LAS on Main Campus increased by 86 percent over the previous spring. The unduplicated headcount of visitors (users) for Spring 1999 was 418 compared to 365 in Fall 1998. The conclusion is that relocation to an academic building has had a positive impact on both the number of new visitors who utilize the service and the number of visits by those users.

Analysis of results of data collected for the 1999 GAScales in the Spring term of 1999 suggest the following weaknesses in the area of Customer Awareness and Satisfaction: The actual "awareness" factor on the Palmer and Berkeley campus was not measured. The data to determine the "percentage of TTC students who utilized any LAS services in the evaluation period (Spring 1999)" is based solely on the data provided by student users on individual log in sheets. LAS staff knows that students use LAS services and fail to maintain a log sheet; consequently, more students may actually use the LAS services than can be documented by the data collection method used.

Plans for improvement include: improving college-wide surveys, implementing a computer-based tracking system, hiring part-time tutoring staff to support critical courses, redesigning evaluation forms used by LAS, developing and implementing a Math 120 Walk-In Lab, and recruiting PTK students as tutors.